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ABSTRACT

The Quinmester course "Values" includes nine areas of study designed to develop student awareness and development of a personal value system: (1) consideration of a positive self-image as part of a system of values; (2) differentiation between acts of tolerance and intolerance; (3) investigation of the role mental preparedness based on positive learning experiences plays in developing a system of values; (4) generalization from data that freedom based on personal independence is part of developing a system of values; (5) synthesization of the concept that justice based on truth and reconciliation is integral to developing values; (6) demonstration of a developing awareness of aesthetics and their role in a value system; (7) identification of the variables of good and evil; (8) examination of the role of religion; and (9) proposal of reasons for attaining social tranquility fostered by peace and nonviolence in pursuit of a value system. These activities are based on a study of literature, including "The Man without a Country," "I Am a Rock," and "A Separate Peace." This course outline includes a 14-page listing of resource materials. (CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Language Arts: VALUES 5111.17
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CS 200 031

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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VALUES

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Language Arts

Written by Richard B. Hargraves
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

COURSE TITLE: VALUES

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COURSE DESCRIPTION: An examination of literature designed to aid the student in identifying, understanding, and developing a system of values. Short stories such as "The Man Without a Country," "I Am a Rock," and novels such as A Separate Peace are possible selections for exploration.

I. Performance objectives

A. Having examined works of literature, the student will consider positive self-images as part of developing a system of values.

B. Having read selected literary works, the student, in developing a system of values, will differentiate between acts of tolerance and intolerance among two or more individuals.

C. Given works of literature to read, the student will investigate the role mental preparedness based on positive learning experiences plays in developing a system of values.

D. After having read selected works of literature, the student will infer that freedom based on personal independence is part of developing a system of values.

E. After having read selected works of literature, the student will synthesize the concept that justice based on truth and reconciliation is integral to developing a system of values.

F. After examining selected works of literature, the student will demonstrate a developing awareness of aesthetics and their role in developing a system of values.

G. After reading selected works of literature, the student will identify the variables of good and evil which contribute to the development of a system of values.

H. Given selected works of literature, the student will examine the role religion has as part of developing a system of values.

I. After examining selected works of literature, the student pursuing a value system will propose reasons for attaining social tranquility fostered by peace and non-violence.

II. Course content

A. The approach of the course is not an attempt to regiment student moral behavior but to (1) present significant resources of various levels of difficulty through a literature medium that will provide models for study and emulation, and (2) to motivate student development of an acceptable code of ethical conduct in an era of social revolution and psycho-cybernetics. A "system of values" should encompass recognized universal but functional ethical codes and modes which provide a basis for conduct in contemporary, American society.

B. A nine week range of subject matter may include nine areas with study designed to develop student awareness and development of a personal value system:

1. Consideration of a positive self-image as part of a developing system of values.

2. Differentiation between acts of tolerance and intolerance among two or more individuals.

3. Investigation of the role mental preparedness based on positive learning experiences plays in developing a system of values.

4. Generalization from data that freedom based on personal independence is part of developing a system of values.

5. Synthesization of the concept that justice based on truth and reconciliation is integral to developing a system of values.

6. Demonstration of a developing awareness of aesthetics and their role in development of a system of values.

7. Identification of the variables of good and evil which contribute to the development of a system of values.

8. Examination of the role religion has as part of developing a system of values.

9. Proposal of reasons for attaining social tranquility fostered by peace and non-violence in pursuit of a value system.

III. Learning activities

Learning activities will concentrate weekly on one of the nine performance objectives and will include an emphasis on reading, writing, listening, speaking, and viewing. Activities may range through the seven point hierarchy of learning and questioning from a level of simple recall to abstract evaluation.

A. The student will consider positive self-images as part of developing a system of values.

1. The student will complete a value sheet[1] which asks the student to react to a variety of character sketches depicting positive and negative self-images.

2. The student will use hand puppets to role play characters who feel inferior or superior to his peers.

3. The student will respond orally to the question, "What constitutes positive and negative self-images?"

4. In a small group mode, the student will play the game, Black and White: Role Identity and Neighborhood Action.

5. The student will list adjectives that indicate a positive ("bright," "clever," "cool,") and negative ("dumb," "scrawny," "ugly") self-image.

6. The student will use these adjectives correctly in complete sentences.

7. The student will read selected novels, poems, short stories, and plays which emphasize positive and negative self-image building. The student will write a reaction paper to one of the works he reads. Works may include selections from:

a. Gateway's Who Am I, Coping, and Striving

b. Scholastic Literature Units' Personal Code, Mirrors, Courage, and Survival

1. See article in English Journal, October, 1969, "Teaching English with a Focus on Values," by Howard Kirshenbaum and Sidney B. Simon, pp. 1071-1113.

c. Success in Language and Literature, B - "Mirror, Mirror, on the Wall"

d. Values to Live By

e. Values to Learn

f. Salinger's Catcher in the Rye

g. Black Voices, A. Chapman, ed.

h. The Best Short Stories by Negro Writers, L. Hughes, ed.

i. The Learning Tree by Gordon Parks

j. Black Rage by Grier and Cobbs

k. Kaleidoscope: Poems by American Negro Poets, Robert Hayden, ed.

l. The City Boy by Herman Wouk

m. Black Pride: A People's Struggle by Harris and Hobson

n. Hamlet by Shakespeare

o. The Psychology of Self-Esteem by Nathaniel Branden

B. The student will differentiate between acts of tolerance and intolerance among two or more individuals in developing a system of values.

1. Students will respond in an improvisational situation to stimulus words such as "foreigner," "zealot," "radical," "zonk," "Texan," "cracker," "Oakie, " "Yankee," "Zorita," "Gonzo." They will discuss their feelings about each until they receive another word.

2. The student will complete a value sheet which records his reactions to paragraphs describing situations of personal interaction reflecting tolerance and intolerance.

3. The student will view stimulus films and sound filmstrips, such as "Boy Alone," "Clown," "One Special Dog," "The Tuned-Out Generation," "The Alienated Generation," "Values." The student will write a reaction paper which contrasts and compares two of the films and/or filmstrips.

4. The student, in a small group mode, will play the game The Cities Game: Urban Tension and Negotiation.

5. The student will describe in writing or through the use of individual photos, slides, photographic essay, montage, or 8mm film,situations of personal interaction with members of his family, peers, strangers, teacher, girlfriend, boyfriend, a Black, White, Black and White, Indian, Chinese, Cuban, Mexican-American, Jew, an obvious alien, and a policeman.

6. The student will bring to class pictures suitable for a bulletin board depicting personal interrelationships based on tolerance and intolerance.

7. The student will read poems, short stories, plays, novels, or essays whose themes explore personal inter-action based on tolerance and intolerance. Works may include selections or the entire work from:

   a. Gateway's A Family Is a Way of Feeling

   b. The Job Ahead Series' Starting Work and Time Out for Leisure

   c. The Success in Language and Literature Series' (B&C) "Some of My Best Friends Are People" and "To Speak Is to Communicate"

   d. Values to Live By

   e. Values to Share

   f. Choice of Weapons by Gordon Parks

   g. Black Voices

   h. The Best Short Stories by Negro Writers

   i. A Separate Peace by John Knowles

   j. A Different Drummer by William Kelley

   k. Raisin in the Sun by Lorraine Hansberry

   l. Can't You Hear Me Talking to You by Caroline Muther

   m. Last Summer by Eva Hunter

   n. One Flew Over the Cuckoo's Nest by Ken Kesey

o. Daybreak by Joan Baez

p. The Art of Living by Eric Froman

q. Coming of Age in Mississippi by Anne Moody

r. The Peter Principle by Peter and Hull

s. Siddhartha by Herman Hesse

t. Walden by Thoreau

u. Essays by Emerson

v. Situation Ethics by Joseph Fletcher

8. The student will role-play portions of a literary work whose theme emphasizes personal interaction based on tolerance and intolerance.

9. The student will write his own skit in which characters explore the motivations for tolerance or intolerance in their personal relationships.

10. The student will create poems and short stories exploring this theme.

11. The student will examine and collect newspaper and magazine articles written about personal commitment to helping the less fortunate in society.

12. The student will critically discuss hypothetical solutions to the following social problems:

    a. Education of the culturally different child

    b. Evaluation of morals of contemporary youth

    c. Ethics in business practice

    d. Job discrimination

    e. The divorce rate

    f. Child abuse

    g. Teenage marriage

    h. Care of the aged

    i. Welfare reform

j. The annual income.

C. The student will investigate the role mental preparedness based on positive learning experiences plays in developing a system of values.

1. The student will complete a value sheet exploring, inductively, the relationship between mental readiness and positive learning experiences.

2. The student will view the film "Genius Man" and discuss the implication of the title and its relationship to learning and creativity.

3. The student will write his own definition of "mental preparedness." (Synonyms may include "knowledge," "practical ability," "skills," "deep and intensive learning," "erudition," "certainty," "cognition.")

4. The student will write his own definition of "learning experience." (Synonyms may include concepts related to the act of acquiring knowledge or skill.)

5. The student will, through the use of various media, demonstrate his understanding of "mental preparedness" and "learning experience."

6. The student will write an expository paragraph on "How to . . . ." something.

7. The student will read selected biographies, plays, poems, short stories, or essays which emphasize education and attainment of life's goals. Selected works, read in part or whole, may include:

a. Gateway's Two Roads to Greatness and Striving

b. Success in Language and Literature's (C) "Thinking Is the Name of the Game"

c. Cress Delahanty by Jessamyn West

d. The Kid Who Batted 1,000 by Bob Allison

e. Scholastic Literature Units' Moments of Decision

f. Nellie Bly, Reporter by Nina Baker

g. Essays by Emerson

h. The Life of Mahatma Ghandi by Louis B. Fischer

i. Atlas Shrugged by Ayn Rand

j. Saint Joan by Bernard Shaw

k. Don Quixote by Cervantes

l. Out of My Life and Mind by Albert Schweitzer

8. The student will contrast and compare characters from their reading who attained respected positions despite handicap (mental and physical.)

9. The student will express in writing the contribution of mental preparedness to effective decision-making.

10. The student will listen to guest speakers whose careers demand decision-making under pressure contingent upon refined mental readiness (surgeon, test-pilot, astronaut.)

11. The students will visit a scientific laboratory, operating room, or jet airliner in order to better understand the relationship of the abstract triad: Knowledge (mental-readiness) -- Learning Experiences (education) -- Career (decision-making.)

D. The student will infer that freedom based on personal independence is part of developing a system of values.

1. The student will complete a value sheet on aspects of personal and national freedom.

2. The student will view the films, "Cages," "Conformity," and "Free Fall" and compare and contrast, in writing, their individual themes.

3. The student will generate his own definition of freedom through brain-storming and/or any small group mode. (Synonyms may include "liberty," "independence," "license," "permission," "facility," "immunity," "exemption," "release," "parole," "probation," "discharge," "elbow room," "margin.")

4. The student will generate his own definition of "personal independence."

5. The student will list antonyms of "freedom" and "personal independence."

6. The student will demonstrate his understanding of these synonyms and antonyms by using these words correctly in a complete sentence.

7. The student will read works of literature (short stories, poems, novels, plays) whose themes emphasize liberty and enslavement, both mental and physical. Works may include:

   a. Current newspaper and magazine articles on issues of civil liberty, minority rights, and revolution

   b. A Different Drummer by William Kelley

   c. Black Voices

   d. The Best Short Stories by Negro Writers

   e. Kaleidoscope: Poems by American Negro Poets

   f. Anne Frank: The Diary of a Young Girl

   g. Black Pride: A People's Struggle

   h. The Federalist Papers (Great Books)

   i. The Communist Manifesto (Great Books)

8. The student will cite in his readings selected situations as incidences of freedom or oppression.

9. The student will write a poem, short story, play, or essay which develops a theme of personal liberty.

10. The student will role play a character from his play or another student's work.

11. The student will bring bulletin board materials to class for a bulletin board display on freedom and enslavement.

12. The student will collect, copy, and hand out to the class 5-10 poems whose theme is freedom versus oppression.

13. The student will bring to class 5-10 recordings of popular songs. He will copy and distribute the lyrics of the songs to the class and will be prepared to discuss the lyrics' themes pertaining to liberty and enslavement.

14. The student will listen to an alien (invited speaker) express his views on citizenship and freedom in America.

15. The student will listen to a lecture on the relationship of freedom and responsibility.

16. The students will visit an urban ghetto area or migrant labor camp to detect the facets of social oppression.

17. The student will interview and record the comments of ghetto residents and migrants responding to the question, "What does freedom in America mean to you?"

18. The student, in a panel presentation, will contrast and compare comments of the ghetto residents and migrants.

19. The student, evaluating his collected information from the field trip, will formulate hypotheses concerning the factors contributing to the origin and continuance of the observed situation.

20. The student will write an investigative paper on a delineated aspect of one of the following topics:

    a. Liberty and revolution

    b. Freedom and moral responsibility

    c. Who is free?

    d. The civil liberties of minority groups

    e. Is a communist free?

    f. Individual free will and moral committment

    g. Youth and the voting age

21. The student will prepare, copy, and distribute to his classmates a multiple-choice questionnaire which samples attitudes of youth on the topic "The Civil Liberties of Youth."

22. The student will re-evaluate his earlier definition of liberty and personal independence in terms of liberty as freedom from interference and liberty as freedom for personal development.

E. The student will synthesize the concept that justice based on truth and reconciliation is integral to developing a system of values.

1. The student will complete a value sheet on justice which requires a response comparing "justice" based on clemency with "justice" based on tyranny.

2. The student will reply orally, in an open-ended, small group, or class discussion, to the question, "What does the concept, 'justice', mean to you?" The student will reply in writing to the same question. The student will reinterpret his basic definition of justice in terms of justice based on truth and reconciliation.

3. The student will, in a small group mode, share personal experiences, posing a problem, which he felt were solved either justly or unjustly.

4. The student will collect, bring to class, and display newspaper articles written about court cases involving youth. He will be prepared to discuss the articles.

5. The student will view the sound filmstrips, "You and the Law," and will write a short reaction paper to the concepts presented.

6. The student will read plays, poems, novels, short stories, and essays whose themes center around justice and injustice. Selected works of literature include excerpts of:

   a. Scholastic Book Services' <u>You and the Law</u>

   b. <u>Black Voices</u>

   c. <u>Kaleidoscope</u>

   d. <u>Walden</u>

   e. Emerson's <u>Essays</u>

   f. <u>Old Testament</u>

   g. Plato's Dialogues and <u>Republic</u> (Great Books)

   h. <u>In Cold Blood</u> by Truman Capote

7. The student will write a resume', reaction paper, or critical review of the work he reads.

8. The student will prepare a bulletin board which displays, through various media, the juxtaposition of justice with injustice.

9. The student will listen to one or several of the following guest speakers: criminal lawyer, district attorney, judge, law enforcement officer, or ex-convict.

10. The student will interview and record the comments of one of the guest speakers.

11. The student will take one or several of the following fieldtrips:

    a. Visit to a courtroom

    b. Visit to a judge's chambers

    c. Visit to a local jail

    d. Visit to a prison

    e. Visit to a highway patrol station

    f. Visit to a lawyer's office

    g. Visit to a law school library

12. The student will write an investigative paper on a properly delineated aspect on one of the following topics:

    a. Youth and the police

    b. Youth and being busted

    c. Local jail conditions

    d. A law career

    e. Prison reforms

    f. The history of penal institutions

    g. Early English codes of justice

    h. American frontier justice

    i. Judicial system reforms

j. Bail bonds

k. Is the draft just? Why or why not?

13. The student will create, in writing, a hypothetical problem which contrasts acts of justice with acts of expediency. The student will solve the problem in light of the duties of justice compared with the generosity of love and friendship.

14. The student, reacting to selected readings, will evaluate, in writing, man's position and duties in relation to one of the following:

a. Justice and liberty

b. The problems of right and duty in the family

c. Economic justice

d. Justice in government

e. The measure of justice as the moral principle of political organization.

15. The student will re-evaluate his earlier definition of justice and pose reasons for changing or keeping his definition.

F. The student will demonstrate a developing awareness of aesthetics and their role in developing a system of values.

1. The student will complete a value sheet which will allow him to consider varying manifestations of beauty.

2. The student will view the stimulus films, "Sylvan Woods," "Stream" and "Junkdump." He will compare and contrast the ecological balance in each of the films and note the progression of imbalance illustrated by the trio.

3. The student will view a number of stimulus films which depict beauty in its myriad forms, settings, colors, moods, and motions. Some suggested titles are "Ski the Outer Limits," "Psychedelic Wet," "Turned On," and "The Dot and the Line."

4. The student will prepare a montage depicting his concept of beauty.

5. The student will listen to a recording such as "Environments" and give reasons why specific sounds are aesthetically appealing or not appealing.

6. The student will bring to class an object (painting, recording, artifact) he considers beautiful. Then objects may be used as stimuli for descriptive writing.

7. The student will bring to class a recorded selection he considers to be most "beautiful," play it, and be prepared to discuss his reasons for choosing it.

8. The student will prepare for duplication (ditto, stencil) or projection (acetate, dry mount, sheet music for an opaque projector) the lyrics for a song which fulfill his individual definition of beauty.

9. The student will attend a concert and visit an art museum. He will write a reaction paper concerning the function of music and the visual arts.

10. The student will listen to a lecture on aesthetics as a branch of philosophy.

11. The student will give a multi-media presentation on the arts in contemporary America.

12. In a small group mode, the student will discuss the nature of non-physical beauty. The group will share their ideas with other small groups in the class.

13. The student will listen to the following guest speakers: an artist, musician, author, philosopher, and minister (theologian) on the topic, "The True, the Good, and the Beautiful." The student will write a reaction paper to one of the addressees.

14. The student will write a formal essay on one of the following topics:

    a. The elements of beauty: unity, proportion, and clarity.

    b. The beautiful and the good: beauty as a kind of fitness or order.

    c. Beauty in relation to desire and love as object or desire.

    d. Beauty and ugliness in relation to pleasure and pain.

e. The role of the beautiful in education.

f. The beauty of God.

g. The beauty of the universe.

h. Beauty in the order of ideas.

G. The student will identify variables of good and evil which contribute to the development of a system of values.

1. The student will complete a value sheet which presents different views of good and evil.

2. The student will view stimulus films such as "The Hand" and "Stain on his Conscience." After viewing, the student will discuss themes of good and evil in the film.

3. The student will consider the individual concepts of "good" and "evil" and will list concrete manifestations of each idea. The student will then suggest how concretizations may be portrayed as themes in a poem, film, short story, or play.

4. The student will read selected pieces of literature which investigate the origin, nature, and existence of evil: The Old Man and the Sea, Anne Frank: The Diary of a Young Girl, and Macbeth. Other literary works may include In Cold Blood and Situation Ethics: The New Morality by Joseph Fletcher. The student will report on one of the works he reads and will compare and contrast themes of good and evil in the book with a view taken by another author.

5. The student will write an investigative paper, essay of appropriate length, or a short story, on one of the following topics:

a. The sources of evil in human life.

b. Suffering good and evil.

c. The need for the experience of evil.

d. The goodness of knowledge or wisdom.

e. The existence and nature of summum bonum.

f. Goods of the body and goods of the soul.

g. The possibility of moral knowledge.

6. The student will read Marlowe's "Doctor Faustus" and selections from Milton's Paradise Lost. He will contrast and compare Satan and Mephistopheles as classic figures of evil.

7. The student will read, contrast, and compare "The Book of Job" and the play, "J.B."

H. The student will examine the role religion has as part of developing a system of values.

1. The student will complete a value sheet which presents the student with problematic situations solved by acts of religious devotion.

2. The student will read works of literature which describe "irreligious" acts motivated by a different concept of "faith." Selections may include Situation Ethics, and The Secular City by Harvey Cox.

3. The student will compare the lyrics of "Take the Hand" with "Bridge Over Troubled Water."

4. The student will write his own definition of religious devotion and acts of faith. He will support and illustrate his definition through the use of various media.

5. The student will write about personal experiences he feels were "religious."

6. The student will listen to at least two invited guest speakers whose individual religions and denominations or concept of a supreme being differ. Topic: "Youth and Ethical Commitment."

a. A Christian Scientist

b. Unitarian

c. Baptist

d. Roman Catholic

e. Buddhist

f. Hindu

g. Shintoist

h. Methodist and/or Presbyterian

i. Russian Orthodox

j. Jew

k. Greek Orthodox

l. African Methodist Episcopalian

m. Seventh Day Adventist

n. a confirmed agnostic

o. a confirmed aetheist

7. The student may attend one of the places of worship listed above or a tent meeting, evangelist's gathering, etc. The student will report to the class on the content, atmosphere, and order of worship. He will, in writing, contrast and compare this denominational gathering with his own denominational background and upbringing.

8. The student will investigate the definitions of "secular" and "profane." He will label situations in his reading correctly according to these terms.

9. The student will write an investigative paper on an aspect of one of the topics:

   a. basic tenets from one of the world's major religions

   b. situation ethics

   c. secular faith in urban America

   d. the current state of the world ecumenical movement

   e. the most recent Vatican Council

   f. religiously oriented exchange student programs

   g. current popularity of occult societies

   h. white witchcraft

   i. voodoo practices

   j. contemporary church architecture

k. contemporary church music

l. reforms in the Roman Catholic Church

m. comparison of a rock opera about a religious figure with Handel's Messiah

n. the current popularity of religious rock

o. music and worship

p. the function of liturgy in church worship

10. The student will write opinions about the growing youth interest in religion and Christ.

11. The student will critically discuss reasons for integrating into his own value system worthwhile precepts emphasizing faith based on temporal and spiritual understanding. The student may consult the following literary sources:

a. The Religions of Man by Huston Smith

b. Spiritual Sayings of Kahlil Gibran by Kahlil Gibran

c. The Art of Living by Eric Fromm

d. Situation Ethics: The New Morality by Joseph Fletcher

e. Of True Religion translated by J.H.S. Burleigh

f. The Mind's Road to God by St. Bonaventura

g. The Divine Comedy of Dante (Great Books)

I. The student will propose reasons for attaining social tranquility fostered by peace and non-violence.

1. The student will complete a value sheet on the psychology of violence and its effects in a society.

2. The student will view the sound filmstrips from Guidance Associates, "Revolution," "The Literature of Protest," "A Decade of Hope and Despairs," "Concord: A Nation's Conscience," and "The Reckless Years: 1919-1929." The student will write a reaction paper, that is not judgmental in tone, in which he explores the relevance and implications of the individual films.

The student will engage in role-playing and open-ended discussion after seeing the films as a means of expressing convictions about the issues.

3. The student will read works of literature which explore social mores and codes of conduct in society. Example: The Declaration of Independence, Plato's Republic, Marx's Communist Manifesto. The student will write a reaction paper which contrasts and compares two of the works he chooses to read.

4. The student will collect, copy and hand out to the class the lyrics from ten popular songs (within the last 5 years) which deal with peace and non-violence in society. The student will play some of the recordings and be prepared to lead a discussion on the lyrics.

5. The student will collect, copy, and distribute ten favorite poems to the class which compare violence and non-violence in society.

6. The student will prepare a reading of a poem which has special interest for him on the issue of peace and turmoil in society. He will accompany his reading with the appropriate music, sound, and visual effects.

7. The student will create his own poems, short stories, or play which depicts characters in confrontation with issues of peace and violence in his environment.

8. The student will tape record, as he feels appropriate, the sounds of peace and violence.

9. The student will write a short investigative paper on civil disobedience as a form of non-violent protest after seeing the sound filmstrip, "Civil Disobedience."

10. The student will defend in writing his reasons for the maintenance of society's functions based on non-violence.

11. The student will create a short story in which the characters and atmosphere are purely Utopian.

12. The student will make a photomontage of his interpretation of a society ruled by intemperance and violence.

13. The student will develop a class presentation supported and illustrated by various media which explores the roles of a responsible, ethical, and mature-acting youth in contemporary American society. The following Guidance Associates' sound filmstrip series (from the "Teacher Resources") might be included for classroom use:

    a. "The Individual: Search for Values"

    b. "The Individual and His Culture: Interaction"

    c. The Individual and Society: Conflict and Change"

    d. "The Individual and His Environment

IV. Student resources

A. State-adopted textbooks

1. Gateway English Series, The Macmillan Company

    a. Who Am I?

    b. Coping

    c. A Family Is a Way of Feeling

    d. Stories in Song and Verse

    e. Striving

    f. Two Roads to Greatness

2. Teen-Age Tales, D. C. Heath and Company

    a. Teen Age Tales, Books A-C

    b. Teen Age Tales, Books 1-6

3. Literary Heritage Series, The Macmillan Company

    a. Plays to Enjoy, Grade 7

    b. Poems to Enjoy, Grade 7

    c. Readings to Enjoy, Grade 7

    d. Stories to Enjoy, Grade 7

    e. Plays to Remember, Grade 8

f. Poems to Remember, Grade 8

g. Readings to Remember, Grade 8

h. Stories to Remember, Grade 8

i. Currents in Drama, Grade 9

j. Currents in Fiction, Grade 9

k. Currents in Nonfiction, Grade 9

l. Currents in Poetry, Grade 9

m. Designs in Drama, Grade 10

n. Designs in Fiction, Grade 10

o. Designs in Nonfiction, Grade 10

p. Designs in Poetry, Grade 10

4. America Reads Series, Scott, Foresman and Company

a. Projection in Literature, Grade 7

b. Counterpoint in Literature, Grade 8

c. Outlooks in Literature, Grade 9

d. Exploring Life Through Literature, Grade 10

e. United States in Literature, Grade 11

f. England in Literature, Grade 12

B. Non-state-adopted supplementary materials

1. Textbooks

a. Scholastic Literature Units. New York: Scholastic Book Services

(1) Personal Code
(2) Mirrors
(3) Courage
(4) Survival
(5) Family
(6) Moments of Decision

b. The Job Ahead Series. Chicago: Science Research Associates, Inc.

(1) Starting Work
(2) Working for the City
(3) Time Out for Leisure

c. Success in Language and Literature, B. Chicago: Follett Publishing Company

(1) "Mirror, Mirror, on the Wall"
(2) "Some of My Best Friends are People"
(3) "What's That You Say?"
(4) "The Message-Makers"
(5) "Say It in Writing"
(6) "Read All About It"

d. Success in Language and Literature, C. Chicago: Follett Publishing Company.

(1) "Getting There"
(2) "Thinking Is the Name of the Game"
(3) "To Speak Is to Communicate"
(4) "Write It Your Way"

e. Values series. Austin, Texas: Steck-Vaughn Company.

(1) Our Values
(2) Values to Share
(3) Values to Live By
(4) Values to Learn

2. Reference materials

a. Knowles, John. A Separate Peace. New York: Bantam Books.

b. Otis, George. You Shall Receive. Van Nuys, California: Bible Voices, Inc.

c. West, Jessamyn. Cress Delahanty. New York: Avon Books.

d. Rankin, William H. The Man Who Rode the Thunder. New York: Pyramid Books.

e. Mowat, Farley. Two Against the North. New York: Scholastic Book Services.

f. Allison, Bob. The Kid Who Batted 1,000. New York: Scholastic Book Services.

g. Head, Gay. Hi There, High School! New York: Scholastic Book Services.

h. Benson, Sally. Junior Miss. New York: Scholastic Book Services.

i. Hentoff, Nat. Jazz Country. New York: Dell Publishing Company.

j. Sprague, Gretchen. A Question of Harmony. New York: Scholastic Book Services.

k. Hinton, S. E. The Outsiders. New York: Scholastic Book Services.

l. Viscardi, Jr., Henry. Give Us the tools. New York: Scholastic Book Services.

m. Baker, Nina Brown. Nellie Bly, Reporter. New York: Scholastic Book Services.

n. Reynolds, Barbara Leonard. Emily San. New York: Scholastic Book Services.

o. Greene, Marvin, Consultant-Compiler. What's Happening. Glenview, Ill., Scott, Foresman.

p. Kelley, William Melvin. A Different Drummer. Garden City, New York: Doubleday & Co., Inc.

q. Goodykoontz, William, Ed. You and the Law. New York: Scholastic Book Services.

r. Parks, Gordon. The Learning Tree. New York: Crest Publishing Company.

s. Parks, Gordon. Choice of Weapons. New York: Berkley Publishing Company.

t. Hansberry, Lorraine. Raisin in the Sun. New York: The New American Library, Inc.

u. Chapman, A., ed. Black Voices. New York: Menton Press.

v. Hughes, Langston ed. The Best Short Stories by Negro Writers. Boston: Little, Brown, & Co.

w. Wouk, Herman. The City Boy. New York: Dell Publishing Company.

x. Fast, Howard. April Morning. New York: Bantam Books.

z. Green, Hannah. I Never Promised You a Rose Garden. New York: The New American Library, Inc.

aa. Mac Leish, Archibald. "J.B." Boston: Houghton Mifflin Co.

bb. Hemingway, Ernest. The Old Man and the Sea. New York: Charles Scribner's Sons.

cc. Frank, Anne. Anne Frank: The Diary of a Young Girl. New York: Pocket Books, Inc.

dd. Spiegler, Charles and Johnson, Helen, eds. In New Directions. Columbus, Ohio: Charles E. Merrill Publishing Company.

ee. Hayden, Robert, ed. Kaleidoscope: Poems by American Negro Poets. New York: Harcourt, Brace & World, Inc.

ff. Twain, Mark. The Adventures of Huckleberry Finn. New York: Washington Square Press.

gg. Llewellyn, Richard. How Green Was My Valley. New York: Dell Publishing Company.

hh. Olsen, Virginia, ed. Here I Am! New York: E. P. Dutton & Co., Inc.

ii. Angelou, Maya. I Know Why the Caged Bird Sings. New York: Random House, Inc.

jj. Daigon, Arthur and La Conte, Ronald, eds. Dig U.S.A. New York: Bantam Books, Inc.

kk. Mirther, Caroline and the Children of P. S. 15. Can't You Hear Me Talking to You? New York: Bantam Books.

ll. Potok, Chaim. The Chosen. Greenwich, Connecticut: Fawcett Publishers, Inc.

mm. Salinger, J. D. Catcher in the Rye. New York: Bantam Books, Inc.

nn. Demby, William. Battle Creek. New York: Avon Books.

oo. Bradford, Richard. Red Sky at Morning. New York: Pocket Books.

pp. Wilkerson, David. The Cross and the Switchblade. Old Tappan, New Jersey: Fleming H. Revell Company.

qq. Marshall, Catherine. A Man Called Peter. Old Tappan, New Jersey. Felming H. Revell Co.

rr. Caldwell, Taylor. Dear and Glorious Physician. New York: Bantam Books, Inc.

ss. Costain, Thomas B. The Silver Chalice. New York: Bantam Books, Inc.

tt. Wallace, L. Ben Hur. New York: Signet Books.

uu. Thoreau, Henry David. Walden. New York: Signet Books.

vv. Emerson, Ralph Waldo. Essays. New York: E.P. Dutton & Co.

ww. Wright, Richard. The Outsider. New York: Dell Publishing Company.

xx. Turnbull, Agnes. The Bishop's Mantle. New York:

yy. West, Jessamyn. Except for Thee and Me. New York: Avon Books.

zz. West, Jessamyn. Friendly Persuasion. New York: Avon Books.

aaa. Baez, Joan. Daybreak. New York: Avon Books.

bbb. Moody, Anne. Coming of Age in Mississippi. New York: Dell Publishing Company.

ccc. Baldwin, James. Go Tell It On the Mountain. New York: Noble & Noble Publishers, Inc.

ddd. Hunter, Eva. Last Summer. New York: New American Library, Inc.

eee. Gibran, Kahlil. Spiritual Sayings of Kahlil Gibran. New York: Bantam Books.

fff. McCullers, Carson. The Heart Is a Lonely Hunter. New York: Bantam Books.

ggg. Harris, Janet and Hobson, Julius. Black Pride: A People's Struggle. New York: Bantam Books.

hhh. Lipsyte, Robert. The Contender. New York: Bamtam Books.

iii. Branden, Nathaniel. The Psychology of Self-Esteem. Los Angeles: Bantam/Nash Publishing Corporation.

jjj. Fromm, Eric. The Art of Living. New York: Bantam Books.

kkk. Rand, Ayn. Atlas Shrugged. New York: Signet Books.

lll. Hesse, Herman. Siddhartha. Philadelphia: J. B. Lippincott Company.

mmm. Shakespeare, William. Hamlet. New York: Washington Square Press.

nnn. Shaw, Bernard. Saint Joan. Baltimore: Penguin Books, Inc.

000. Fletcher, J. Situation Ethics: The New Morality. Philadelphia: Westminister Press.

ppp. Grier, William H. and Cobbs, Price M. Black Rage. New York: Basic Books, Inc.

qqq. Capote, Truman. In Cold Blood. New York: The New American Library.

rrr. Smith, Huston. The Religions of Man. New York: Harper & Row, Inc.

sss. Cox, Harvey. The Secular City. New York: The Macmillan Company.

ttt. Watling, E. F., trans. The Theban Plays. Baltimore: Penguin Books.

uuu. Vallacott, Philip, trans. The Orestian Trilogy. Baltimore: The Penguin Classics.

vvv. Fitzgerald, Robert, trans. The Odyssey. Garden City, New York: Anchor Books, Doubleday & Company.

www. Lattimore, Richard, trans. The Iliad. Chicago and London: Phoenix Books.

xxx. Starkie, Walter, trans. Don Quixote. New York and Toronto: The New American Library.

yyy. Sen, K. M. Hinduism. Baltimore: Penguin Books.

zzz. Burleigh, J. H. S., trans. Of True Religion. Chicago: Henry Regnery Company.

aaaa. Boas, George, trans. The Mind's Road to God. Indianapolis and New York: The Bobbs-Merrill Company, Inc.

bbbb. Fischer, Louis. The Life of Mahatma Gandhi. New York: Collier Books.

cccc. Schweitzer, Albert. Out of My Life and Mind. New York: Henry Holt and Company.

dddd. Kesey, Ken. One Flew Over the Cuckoo's Nest. New York: The New American Library.

eeee. Peter, Lawrence J. and Hull, Raymond. The Peter Principle. New York: Bantam Books.

ffff. Peale, Norman Vincent. The Amazing Results of Positive Thinking. Greenwich, Conn.: Fawcett Publications, Inc.

gggg. Adler, Mortimer J. and Hutchins, Robert, eds. Syntopicon and Great Books of the Western World. Chicago: Encyclopedia Britannica, Inc.

3. Periodicals

a. Scope Magazine

b. Saturday Review

c. Atlantic Monthly

d. Mad Magazine

e. Assorted comic books

f. The New Yorker Magazine

g. Harper's

h. Time Magazine

i. Life Magazine

j. Motive (from the Board of Education of the United Methodist Church, Nashville, Tennessee.)

4. Media resources

a. Games

(1) The Cities Game: Urban Tension and Negotiation. Dynamic Design Industries, 1433 N. Central Park, Anaheim, California 92802.

(2) Black and White: Role Identification and Neighborhood Action. Dynamic Design Industries.

(3) Body Talk: A Game of Feeling and Expression. Park Plastics Company, Linden, New Jersey.

(4) Group Therapy. Park Plastics Company.

b. Student-made media resources

(1) 8 mm movies

(2) Tapes

V. Teacher resources

A. Textbooks

1. Adler, Mortimer J. and Hutchins, Robert, eds. Syntopicon and Great Books of the Western World. Chicago: Encyclopedia Britannica, Inc.

2. Castell, Albury. An Introduction to Modern Philosophy. New York: The Macmillan Company.

3. Lowry, Bates. The Visual Experience: An Introduction to Art. Englewood Cliffs, N.J. and New York: Prentice-Hall, Inc. and Harry N. Abrams, Inc.

4. Tournier, Paul. The Whole Person in a Broken World. New York: Harper & Row, Publishers.

5. Gordh, George. Christian Faith and Its Cultural Expression. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

B. Professional books and materials

1. Daigon, Arthur and La Conte, Ronald, eds. Dig U.S.A. New York: Bantam Books, Inc.

2. Dispenza, Joseph. Reruns: A Study Guide for Selected Films of TV. New York: Borzigen, Inc.

3. Raths, Louis Edward. Values and Teaching: Working With Values in the Classroom. Columbus, Ohio: C. E. Menell Books.

4. Teaching Manuals

   a. Gateway English Series

   b. Teen Age Tales

   c. Literary Heritage Series

   d. America Reads Series

   e. The Human Values Series

5. Benedict, Stewart H. A Teacher's Guide to Modern Drama. New York: Dell Publishing Co., Inc.

6. Ellis, Webb. A Teacher's Guide to Selected Literary Works. New York: Dell Publishing Co., Inc.

7. Benedict, Steward H. A Teacher's Guide to Poetry. New York: Dell Publishing Co., Inc.

C. Recordings

1. "Sound Effects for Dramatic Production." New York: Educational Audio Visual, Inc.

2. "Environments." Syntonic Research Series. Syntonic Research, Inc. Atlantic Recording Corporation, 1841 Broadway, New York, New York 10023.

D. Films

1. 1-13819 "The Hand"

2. 1-30929 "Ski -- the Outer Limits"

3. 1-02334 "Glory of Spring"

4. 1-10657 "Seasons"

5. 1-00193 "Psychedelic Wet"

6. "A Stain on His Conscience." McGraw-Hill Films, Princeton Road, Hightstown, New Jersey 08520.

7. "Phoebe: Story of Premarital Pregnancy." McGraw-Hill Films, Princeton Road, Hightstown, New Jersey 08520.

8. "Sylvan Sketches." McGraw-Hill Films, Princeton Road, Hightstown, New Jersey 08520.

9. "Stream." Imperial Film Company, Inc., 4404 South Florida Avenue, Lakeland, Florida 33803.

10. "Junkdump." Imperial Film Company, Inc., 4404 South Florida Avenue, Lakeland, Florida 33803.

11. "Analogies No. 1." Radim Films, Inc., 17 West 60 Street, New York, New York 10023.

12. "Billy Liar." Walter Reade 16, 241 East 34 Street, New York, New York 10016.

13. "Black Genesis: The Art of Tribal Africa." Pyramid Films, Box 1048, Santa Monica, California 90406.

14. "A Boy Alone." McGraw-Hill Films, Princeton Road, Hightstown, New Jersey 08520.

15. "Cages." McGraw-Hill Films, Princeton Road, Hightstown, New Jersey 08520.

16. "Catch the Joy." Pyramid Film Producers, Box 1048, Santa Monica, California 90406.

17. "Clown." Learning Corporation of America, 1000 Nicholas Boulevard, Elk Grove Village, Illinois 60007.

18. "Conformity." Bailey Film Associates Educational Media, 11559 Santa Monica Boulevard, Los Angles, California 90025.

19. "The Door." Warner Brothers, Inc., 4000 Warner Boulevard, Burbank, California 91505.

20. "Genius Man." Imperial Film Company, Inc., 4404 South Florida Ave., Lakeland, Florida 33803.

21. "Hang Ten." Pyramid Films, Box 1048, Santa Monica, California 90406.

22. "Hypothese Beta." McGraw-Hill Films, Princeton Road, Hightstown, New Jersey 08520.

23. "Loneliness of the Long Distance Runner, The." Walter Reade 16, 241 East 34 Street, New York, New York 10016.

24. "Omega." Pyramid Films, Box 1048, Santa Monica, California 90406.

25. "Wall, The (Zid)." McGraw-Hill Films, Princeton, New Jersey 08520.

26. "Free Fall." McGraw-Hill Films, Princeton, New Jersey 08520.

27. "America--Edge of Abundance." Mass Media Ministries, 2116 North Clarles Street, Baltimore, Maryland 21218.

28. "Children of Revolution." Mass Media Ministries, Baltimore, Maryland 21218.

29. "Community, The." Mass Media Ministries, Baltimore, Maryland 21218.

30. "Conformity." Mass Media Ministries, Baltimore, Maryland 21218.

31. "Detached Americans, The." Mass Media Ministries, Baltimore, Maryland 21218.

32. "Individual, The." Mass Media Ministries, Baltimore, Maryland 21218.

33. "No Hiding Place." Mass Media Ministries, Baltimore, Maryland 21218.

34. "Parents, The." Mass Media Ministries, Baltimore, Maryland 21218.

35. "Playboy and the Christian, The." Mass Media Ministries, Baltimore, Maryland 21218.

36. "Sixteen in Webster Groves." Mass Media Ministries, Baltimore, Maryland 21218.

37. "Square, The." Mass Media Ministries, Baltimore, Maryland 21218.

38. "That's Me." Mass Media Ministries, Baltimore, Maryland 21218.

39. "12-12-42." Mass Media Ministries, Baltimore, Maryland 21218.

40. "Young Americans, The." Mass Media Ministries.

41. "New Morality, The." Mass Media Ministries.

42. "Neighbors." Mass Media Ministries.

43. "Where is Prejudice?" Mass Media Ministries.

E. Sound filmstrips

1. "Individual and His World Series, The." Guidance Associates, Pleasantville, New York 10570.

a. "Personal Commitment: Where Do You Stand?"

b. "The Individual: Search for Values"

(1) "Your Personality: The You Others Know"
(2) "Everything But..."

c. "The Individual and His Culture: Interaction"

(1) "The Alienated Generation"
(2) "Dare To Be Different"
(3) "The Exploited Generation"
(4) "The Drug Information Series"

d. "The Individual and Society: Conflict and Change"

(1) "Revolution"
(2) "The Literature of Protest"
(3) "A Decade of Hope and Despair"
(4) "The Welfare Dilemma"
(5) "Concord: A Nation's Conscience"
(6) "Civil Disobedience"
(7) "The Search for Black Identity: Martin Luther King"
(8) "The Search for Black Identity: Malcolm X"

(9) "You and the Law"
(10) "The Reckless Years: 1919-1929"

e. "The Individual and His Environment"

(1) "Environment: Changing Man's Values"
(2) "Man's Natural Environment: Crises Through Abuse"

2. "Values for Teenagers Series." Guidance Associates, Pleasantville, New York 10570.

"The Choice is Yours." Parts 1 and 2.